



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-initiatives-tribal-colleges-and-universities>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Dakota Language and Literature*

Institution: Cankdeska Cikana Community College

Project Director: Eric Rogness

Grant Program: Humanities Initiatives at Tribal Colleges and Universities

TABLE OF CONTENTS

Project Title: Humanities Initiative

Institution: Cankdeska Cikana Community College

Project Director: Eric Rogness

Principle Investigator: Dr. Cynthia Lindquist

Attachment 1: TABLE OF CONTENTS

Attachment 2: Summary.....1

Attachment 3: Narrative

Intellectual Rationale.....2

Content and Design.....4

Project Personnel.....9

Institutional Content.....10

Follow-up and dissemination.....10

Evaluation.....11

Attachment 4: Budget.....12

Attachment 5: Budget Narrative & IDC.....14

Attachment 6: Appendices A - Work Plan Grid.....A-1

Attachment 7: Appendices B - Scholar Resume' & Letters of Commitment

Eric Rogness – Project Director.....B-1

Brandi Snider – Administrative Assistant.....B-4

Vern Lambert – Team Member.....B-7

Lorraine Greybear – Team Member.....B-10

Barbra Rohrich – Team Member.....B-14

Melody Volk – Team Member.....B-17

Melvine Reiersen – Team Member.....B-20

Attachment 8: Appendices C - Letters of Commitment

State Historical Society of North Dakota.....C-1

Cankdeska Cikana Community College.....C-5

Memorandum of Agreement.....C-10

Attachment 9: Appendices D - Institutional HistoryD-1

Project Summary

Cankdeska Cikana Community College (CCCC) proposes a two-year humanities initiative designed to enhance the knowledge and understanding in the Humanities by strengthening the current curriculum related to Liberal Arts and Dakota Studies. The two-year initiative will consist of an innovative approach that will create a bridge between the humanities courses, CCCC students and the archived collection of Dakota literature and oral history.

Throughout the two-year humanities initiative, the CCCC will focus on: the historic preservation of the Dakota literature and language; strengthening current humanities courses; and expanding student and community awareness of the correlation between the humanities and Dakota culture.

The proposed program and activities will aid in the collection and publication of tribal authors and historical materials. The majority of existing textbooks for humanities courses focus on the mainstream population. With the efforts and knowledge of CCCC faculty/staff, the Director of the State Historical Society of North Dakota, community elders, tribal leaders, existing institutional writings/presentation materials, and Dakota publications, the literature and oral history of the Dakota Nation will be preserved and cataloged. The preserved historical information will be utilized within the humanities courses related to English, culture, art and history. The information will also be made available to the public through the CCCC public library and website for current and future generations.

CCCC will reevaluate the existing materials used in the English curriculum and develop a new Humanities course entitled, Dakota Literature & History. The instruction component for the newly developed course will utilize the archived collections and publications of the Dakota authors and tribal historical materials. The courses will not only be an academic discipline that studies human culture; it will also assist in the perpetuation of Dakota literature and history.

CCCC will host a student and community event promoting Dakota literature and history. The students enrolled in humanities courses will have the opportunity to assist in planning and participating in the event. The proposed event will promote CCCC humanities courses, student and community pride through self-identity.

The proposal components foster historical preservation, enhance core curriculum, faculty development, student involvement, and community awareness. Increasing the understanding of humanities by strengthening the institution academic core directly coincides with the CCCC mission and philosophy and NEH Humanities Initiative.

Narrative

Intellectual rationale – The Cankdeska Cikana Community College (CCCC) mission is to provide opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of Spirit Lake Dakota language and culture. The philosophy of CCCC reflects the 7 Dakota values. The circle represents the totality of learning in a lifetime. The Dakota way of thinking is based upon the circle and its meaning in relation to the sacred hoop of life. The circle stands for the togetherness of a people united in peace. CCCC operates upon the philosophy symbolized by the circle. The college stands within the circle of the Spirit Lake Tribe and, through the power of learning, strives to maintain the Dakota way of thinking and living.

The humanities initiative provides the opportunity for CCCC to strengthen the institution's core curriculum and provide students with a better understanding of the Humanities. CCCC proposes to create a digital archived system containing Dakota literature and oral history. The archived content will be integrated into the existing curriculum and a newly developed humanities course entitled, Dakota Literature & History, will be implemented.

The Dakota traditional beliefs and practices are to honor their elders as they are the gatekeepers of tribal knowledge and customs. Their unique knowledge and perspectives must be preserved to continue the circle.

It is crucial to establish and develop a plan to preserve Spirit Lake Dakota cultural history. In 2003, a Fluent Speaker Survey indicated that 8% of the youth on the Spirit Lake Reservation age 13 to 18 were able to communicate easily in the Dakota language and an additional 40% had some knowledge of the language. At the opposite end, 60% of adults over 55 easily spoke the language. The survey also identified 139 individuals from the Spirit Lake Nation were fluent in the Dakota language. Of these "talkers", more than 90% were age 51 or older. As we lose more

elders, the number of fluent speakers also declines. As of 2012, the Spirit Lake Nation language demographic consisted of 145 fluent traditional speakers, which was 3% of the tribal membership, 81% of the fluent speakers were over the age of 56.

In March 2015, the Spirit Lake Tribal Enrollment Program statistical data reported 7,312 enrolled members with less than 5% classified as elders (over the age of 65). Sadly, the knowledgeable history tends to pass on with our elders. Their unique knowledge and perspectives must be preserved. Tribal elders are a precious resource that is rapidly dwindling.

The University of North Dakota and the North Dakota State Historical Society are two institutions within the state that house historical information regarding the Dakota people. There are sources outside of the state as well, such as the Minnesota State Historical Society. The creation of a digital archive system will assist CCCC to become a major repository of the Spirit Lake Dakota history and culture. The digital archive will be linked to the college's website making the collected material accessible to teachers, scholars and the general public. A digital archive will provide a valuable resource for academic research, course development, program development, culture camps, public lectures, staff development, and limitless possibility utilizing the material as an educational tool. Collecting this knowledge and making it available to the community will give the Dakota people access and a better understanding of the correlation between humanities and self-identity.

Native students entering into a college setting are at a disadvantage and not prepared for English courses. Based on the ND Department of Public Instruction (<https://www.dpi.state.nd.us>) there is a dire need to implement programs and tools to assist students to become successful in not only receiving their high school diploma but also prepare them for higher education.

The typical textbook format used in American schools is based on a western European cultural view that is often incommensurate with the culture and traditions of many indigenous groups. An archived collection of Spirit Lake Nation literature and history will assist in the development of a culturally competent curriculum that focuses on American Indian achievements through the use of literature and cultural history.

The archived collection will be incorporated into the existing English courses and the new Dakota Literature & History course. The course will not only be an academic discipline that studies human culture it will also assist in the teaching of Dakota history.

Design Quality - The proposed project will consist of two phases. A detailed work plan grid listing objectives, activities, time-frames, and project team members assigned to each objectives is located in Appendices A. *Phase I* - involves the planning and development of an archive system of Dakota literature and history. There are a wealth of cultural and historical data within the Spirit Lake Nation community and in off campus archives that can be utilized for educational purposes. The creation of a digital database stored at the college will allow this information to be accessed by students, faculty and the general public. The project will mesh the rich history of the Dakota people with the latest in archiving technology. By making the information easy to obtain, the vibrant traditions of the Dakota people will remain alive and relevant to students and researchers.

An Elder Advisory Board will be formed by the project team. The board will be made up of five Dakota tribal elders. The board will recommend what objects are suited to be archive and how the items should be handled in regards to respect and tradition. An additional duty of this board will be to acquire community permission, if required.

The current curriculum at CCCC stresses the importance of Dakota culture. However, for many years the availability of source material is limited to secondary sources that were compiled

by researchers and historians from outside of the community. For many years, CCCC staff and faculty have been compiled cultural material relating to the Spirit Lake Reservation and the Dakota people.

The following is a list of published documents currently utilized within the current curriculum of Dakota Studies, Head Start, and Humanities:

- *CCCC Dakota Lapi Tacanku (Dakota Language Pathway) curriculum.* The curriculum was developed by Spirit Lake elders to be adaptable for the Dakota language instructors to teach using either a free flowing or structured method style of teaching.
- *CCCC Dakota Language/Culture Resource Material.* All Dakota language translation materials were approved by the Spirit Lake Language Advisory Council. The document is separated into the following categories:
 - Brief historical overview of the Sisseton Wahpeton Sioux Tribe (Bands of the Dakota Tribes).
 - Legends of the MNI WAKAN (oral legend).
 - Values and Culture Practices.
 - Messages of Garcia. Louise Garcia spent many years researching, interviewing and visiting elders to gather information for his messages.
 - MNI WAKAN OYATE WAKANHIZA DAKOTA LAPI – Head Start Manual. The teaching manual was designed to encourage language immersion through the Dakota Ia Skanpi lesson plans. The fourteen manuals comply with the Head Start curriculum.
 - Dakota Translations – colors, alphabet, family, money, house hold items, wild berries, fruit, vegetables, trees, animals, body parts, internal organs, carpentry,

names of tribes, names of surrounding towns, names of rivers in North Dakota, historical sites, and various everyday words.

- Dakota Stories – children’s fairy tales.
- Five Religious Prayers & the Ten Commandments.
- CD’s – Children’s Dakota Alphabet, Adult Dakota Alphabet, Children’s Dakota Lessons Program, Dakota Stories, and Head Start Curriculum.
- In 1994 TIPI PRESS published *OHUNKANKE OWOYAKE – LAKOTA & DAKOTA* Animal Wisdom Stories. One of the two Dakota translators, Lorraine Greybear, is a member of the project team.
- *Grass Dance of the Spirit Lake Dakota* written by Louis Garcia published by CCCC. The Mni Wakan Oyate (Spirit Lake Nation) have designated Mr. Garcia as a tribal historian. Mr. Garcia will serve on the Elder Advisory Board.

Lorraine Greybear and Vern Lambert, members of the project team, have been instrumental in the creation of many writings and presentation related to Dakota traditions and language. They are working on additional projects related to the humanities initiative but have not yet completed the documents/presentations for publication.

The Valerie Merrick Memorial Library is located on the CCCC campus. The library’s collection of American Indian authors is extensive the Dakota authors are as follows: Philip H. Red Eagle, Gertrude Simmons Bonnin (Zitkala Sa), Elizabeth Cook-Lynn, Ella Cara Deloria, Martin High Bear, Pamela Greenhill Kaizen, Wane Mitchell, Allen C. Ross, Doris Seale, Luther Standing Bear (Ota Kte, Monchunozhin), Paul War Cloud, and Floyd Westerman (Red Crow).

The project team and Elders Advisory Board will collect materials throughout the project and thereafter, review existing, research new, classify, interpret, determine storage method, and appropriate use of materials.

The State Archives Director, Ann Jenks, at the State Historical Society of North Dakota will be a consultant on the project. The State Archives Director will provide members of the project team training related to archive database systems, categorization, equipment, resources, record management, and provide advisement throughout the duration of the project. (See Appendices C)

CCCC is part of a Dakota alliance with Sisseton-Wahpeton and Nebraska Indian Community Colleges focusing on developing and implementing a culturally based academic programs. (See Appendices C)

The digitalized database system will be created by the project team. The project team members will be responsible to scan and upload the categorized materials to the database. A link to the archived information will be located on the CCCC website. The potential for learning and constructing lesson plans based on the website are practically limitless. Instructors from all disciplines will be able to find cultural materials within the archive that can be incorporated into their lesson plans/lectures. It is also important to consider that the archive will not be limited to the college; CCCC will also encourage local public schools to utilize the archived system to benefit their program needs.

The results of the project will be shared with the rest of the professional community through courses, conferences, the CCCC library, and the college website. The archived system will continue to be updated by the CCCC library staff and humanities department faculty.

Phase II - involves the evaluation of existing English literature course materials and the

development of a new Humanities course entitled, Dakota Literature & History. The culturally relevant courses will positively engage student learning. Students will learn composition, grammar, and critical thinking skills. The students will explore the various means of human communications throughout their tribal history and in contemporary times. Reading and analyzing various works, such as, short stories, novels, poetry, language materials, and oral history about one's own history will create a renewed enthusiastic environment for the students.

In the second year of the proposed project, the project team will strengthen the existing Humanities courses offered at CCCC. The team will reevaluate the existing Humanities course objectives and review new instructional materials from the archive collection from *Phase I*. The team will focus on students gaining the knowledge and understanding of interdisciplinary content, literature, history and cultural diversity as related to the Humanities. The interdisciplinary fields of study will include literature, language, philosophy, and cultural traditions related to Dakota history. The cultural diversity aspect that explores ethical and moral issues. This will give the students a clearer understanding that Humanities are academic disciplines that study human culture and have a significant historical element.

The current curriculum at CCCC stresses the importance of Dakota culture and language. The compilation of cultural material relating to the Spirit Lake Dakota Nation and the Dakota people will allow the college and the Elder Advisory Board the opportunity to classify and interpret the information. Once put into a digital archive, instructors and students will have greater access to primary sources that deal with Dakota literature and culture. This will enhance the teaching and learning opportunities in the classroom while preserving the archived information for future generations.

The current core classes provide the students with a foundation for reading, writing and critical reasoning. The team will incorporate Dakota literature, language, philosophy, cultural traditions into the core classes.

The new course entitled Dakota Literature & History will be developed and implemented into the CCCC Humanities curriculum in December 2017. Students will gain an understanding and overview of literature in general, and what it is and why it is important for study. Coursework will include reading texts and learning to place them in context. Development of interpretation and analytical skills appropriate to novels, short stories, drama, poetry and essays will be practiced. In December 2017, the implementation of the Dakota materials will also take place in the English course syllabus.

Project Personnel – The Project Team will consist of CCCC staff/faculty and the State Historical Society of North Dakota the State Archives Director consultant. See Appendix B for project team resumes and support letters. *Project Director* – **Eric Rogness**, Humanities Department lead and Social Science instructor at CCCC. *Team Member* – **Brandi Snider**, enrolled member of the Spirit Lake Dakota Nation, Business Office Assistant at CCCC. *Team Member* – **Vern Lambert**, enrolled member of the Spirit Lake Dakota Nation, Dakota Studies instructor at CCCC. *Team Member* – **Lorraine Greybear**, enrolled member of the Spirit Lake Dakota Nation, Dakota Language and Cultural Instructor at CCCC. *Team Member* – **Barbra Rohrich**, English Instructor at CCCC. *Team Member* – **Melody Volk**, Graphic Design Instructor at CCCC. *Team Member* – **Melvine Reiersen**, enrolled member of the Spirit Lake Dakota Nation, Valerie Merrick Memorial Library Director at CCCC. She is currently working towards a Masters of Library and Information Science from San Jose State University. *Consultant* – **Ann Jenks**, Director of the State Archives for the State Historical Society of North Dakota.

Institutional Content – In 1974, the Spirit Lake Dakota Nation established the Little Hoop Community College. The College is named in honor of Cankdeska Cikana (meaning Little Hoop), the Dakota name of Paul Yankton, Sr., PFC, who served with the United States Army's 11th infantry at Lorraine, France, and was the recipient of two Purple Hearts.

The College offers 20 Academic Degrees and 7 Certificate Programs. The academic degree programs related to Humanities are as follows: Associate of Arts degrees in Dakota Studies and Liberal Arts. The humanities courses offered are limited to the Dakota Studies Program and a few general humanities courses. The faculty within the program is highly knowledgeable and willing to expand their resource base. The Table 1 in Appendix D illustrates the CCCC student count, programs, courses, degree's awarded, and students in Humanities for the past two years.

CCCC currently has a total of 145 faculty (full/part-time/temp) & staff. Of the 34 (full/part-time/temp) faculty, 5 teach Humanities courses. All 5 Humanities instructors are members of the Project Team: Eric Rogness, Vern Lambert, Lorraine Greybear, Barbara Rohrich, and Melody Volk. Currently, 55% of the faculty and staff are Spirit Lake enrolled tribal members, 14% are American Indians enrolled in other tribes, and 31% are non-Indian.

The Valerie Merrick Library serves as a tribal academic and public library providing reference and research resource for students, faculty, the residents of Spirit Lake Nation, and the surrounding communities. The library's collection of Native American authors, topics, and culture, are of special note. The library offers extended evening and weekend hours, a public access computer lab, fax and copying services, and special events such as family reading nights, weekend movie matinees, traditional practices learning opportunities, and adult learning seminars.

Follow-up and Dissemination – The archived information gathered by the Humanities Initiative Project will be disseminated through many venues. The project director will share the experience

with other professionals at state and regional conferences, whenever possible. An article detailing the project will be prepared for the Tribal College Journal of American Indian Higher Education. In addition information will be shared at the annual meetings of the Dakota Alliance and through the college's website. The archived system will be updated as new material is acquired.

The long term impact of the Humanities Initiative Program will strengthen the institutions academic Humanities core structure, student knowledge and understanding of Humanities, and foster academic student success by improving student writing, grammar and critical thinking skills.

Evaluation - All new and incoming students will be required to take the COMPASS placement exam. Students will be required to take the COMPASS exit exam during the student's final semester for evaluation purposes. The test scores exam will be recorded. The test scores from prior years before program implantation and after implementation will be compared and recorded in an effort to track program success. The students will also be given a survey at the beginning and end of each course.

The data to be collected for the evaluation allows for both quantitative and qualitative measures. In the qualitative area, the project utilizes open question student surveys to assess satisfaction and student perception of effectiveness. In the quantitative area, the project uses program based data supported by data from the Registrar's Office.

This evaluation format is appropriate to the project in that it is objective based and provides an ongoing measure of project effectiveness. The college administration will be able to use the evaluation data in quality assessments of the project. The applicant intends to use the results of an evaluation to make programmatic changes based upon the results of the project evaluation.

Appendices A Work Plan Grid

PHASE 1: Planning and Development of an Archive System

Objective	Activity	Time-Frame 2016-2017	Project Personnel
Research and determine what archival system to utilize.	The Project Team will consult with the Director of the North Dakota State Historical Society as to what software and equipment to purchase.	2016: January-February	Project Team \$ Consultant
Collect Materials	Gather existing materials and research new materials related to Dakota literature and history.	2016 & 2017: January – December	Project Team
Research and Categorize Materials	Develop an organizational plan to categorize the existing collection and recommend what items should be included. Faculty will also discuss and research what additional information is needed and where to locate information.	2016 & 2017: January – December	Project Team
Track project objectives and report status.	Project Team will meet once a month to discuss project status. A monthly project status report will be submitted to Dr. Lindquist.	2016: January - December	Project Director
Establish an Elders Advisory Board	The Project Team will establish a tribal Elders Advisory Board consisting of five enrolled elders of the Spirit Lake Dakota Nation.	2016: January - February	Project Team
Tribal Elder Advisement	The Tribal Elders will meet once a month with the Project Team to recommend what materials are best suited for to be archived and what traditions/procedures need to be followed, if any.	2016: February - December	Project Team & Elders Advisory Board

PHASE 1 Continued: Planning and Development of an Archive System

Objective	Activity	Time-Frame 2016-2017	Project Personnel
Continued: Tribal Elder Advisement	An additional role of this team will be to provide community permission for the item's use, if required.	2016: February - December	Project Team & Elders Advisory Board
Archive training	The Library Director will receive archive training. The consultant has agreed to provide services to the Project Team when needed.	2016: March & November	Project Team Member - Library Director & Consultant
Develop digital data base	The members of the Project Team will develop an archive digital data base.	2016: March - July	Project Team Members
Digitalize Materials	The process of digitizing materials will begin. Members of the project team will assist with this activity.	Start July 2016 - continue after duration of grant	Project Team Members
Organize materials according to established plan.	The digitized materials will be categorized according to the project team's organizational plan.	Start July 2016 - continue after duration of grant	Project Team Members
Load Materials into database.	The categorized material will be loaded in the database.	Start August 2016 - continue past duration of grant	Project Team Members
Project Dissemination	The results and information from the project will be shared with faculty, institutional courses, CCCC library, on the college website, conferences and at college leadership/faculty meetings.	Start December 2016 - continue after duration of grant	Project Team Members & Elders Advisory Board

PHASE II – Implementation of Materials

Objective	Activity	Timeframe 2016 -2017	Project Personnel
Track project objectives and report status.	Project Team will meet once a month to discuss project status. A quarterly status report will be submitted to Dr. Lindquist.	2017: January - December	Project Team
Evaluate English curriculum.	Evaluate existing English and Humanities course material.	2017: January - February	Project Team Members
Develop Humanities Department.	Develop a new Humanities course entitled Dakota Literature & History.	2017: March	Project Team Members
Project Dissemination.	The Project Team will meet with all CCCC staff and faculty to disseminate project information.	2017: March	Project Team
Project Dissemination.	CCCC faculty will review the Dakota archive collection and determine what materials may be incorporated into their course materials. The project objectives will continue for many years beyond project proposal life.	2017: March - November	CCCC Faculty
Institution implantation.	Implement Dakota archive collection into course work and syllabus. The project objectives will continue for many years beyond project proposal life.	Start December 2017 – continue after duration of grant	CCCC Staff & Faculty
Faculty Reporting to determine material utilization institution wide.	CCCC faculty will provide a list of material incorporated into their course material to the Project Director.	2017: December	CCCC Faculty
Project Dissemination.	CCCC will host a community event promoting the collected materials, availability of materials, and provide information on how Dakota Literature and History relate to the humanities.	2017: December	Project Team, Elders Advisory Board & CCCC Students
	Final Project Report	2017: December	Project Director

Memorandum of Agreement (MOA)

Between

Cankdeska Cikana Community College (CCCC)

Nebraska Indian Community College (NICC)

Sisseton Wahpeton College (SWC)

I. Purpose

To establish a 'Dakota Knowledge Network' by forming an alliance of the three tribal colleges who serve Dakota communities.

II. Background

The three named tribal colleges are all accredited and have formal academic programs for Indian Studies, Dakota culture, Dakota Language, or Dakota-related disciplines...i.e. tribal management. Each institution has certain levels of success regarding student outcomes however it is acknowledged that positive self-identity is critical for positive student outcomes.

An alliance of the three institutions would bring together our respective cultural and language resource experts with the intent to support each other, to share materials, to convene gatherings or competitions, and various other activities toward the goal of perpetuating the Dakota language and culture.

Enhanced cultural learning will strengthen the understanding of our respective students, thereby improving their self-identity. This will lead to improved student outcomes.

III. Substance of agreement

This agreement charts a general course of interaction between the three tribal colleges that encompasses the following areas:

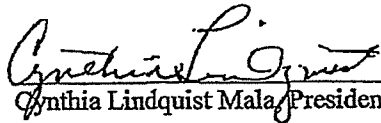
- a. Three meetings annually at each respective institution
- b. Information exchange, material sharing
- c. Development of a 'core' curriculum for Dakota language
- d. Network for faculty/culture resource exchanges
- e. Establishment of regular competition events to promote language/culture
- f. Presidents to keep their respective Boards and Tribal Councils informed
- g. Determine appropriate 'tools' to teach, learn, perpetuate language/culture

IV. Resources


Each institution will cover its respective costs to travel, convene the alliance with their appropriate faculty, staff, and/or tribal members.

Other resources can be identified and solicited as determined for the various activities developed by/for the alliance.

APPROVED and ACCEPTED by the following signatures and date:

 02-22-08
Cynthia Lindquist Mala, President, Cankdeska Cikana Community College

 02/22/08
Michael Oltrogge, President, Nebraska Indian Community College

 02/22/08
Diana Canku, President, Sisseton Wahpeton College

Institutional Content – In 1974, the Spirit Lake Dakota Nation established the Little Hoop Community College. The College is named in honor of Cankdeska Cikana (meaning Little Hoop), the Dakota name of Paul Yankton, Sr., PFC, who served with the United States Army's 11th infantry at Lorraine, France, and was the recipient of two Purple Hearts. He was killed in action on November, 29, 1944.

Mission - CCCC provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.

Governance - CCCC is chartered by the Spirit Lake Dakota Nation, with a five member Board of Regents appointed by the Spirit Lake Tribal Council. The Board of Regents is empowered via the Charter (updated in 2014) under an established set of bylaws (updated in 2014) and is an independent and self-governing entity.

Accreditation – CCCC is accredited through The Higher Learning Commission (HLC), North Central Association of Colleges and Schools (NCA).

The College currently offers 20 Academic Degrees and 7 Certificate Programs. The Associate of Arts degrees include Accounting/Business Administration, Early Childhood Education, Dakota Studies, Liberal Arts, Social Work, and Elementary Education. The Associate of Applied Science degrees include Automotive Technology, Computer Applications, Fine Art, Graphic Design, HVAC/R, Office Technology, Construction Management, and Professional Truck Driver. The Associate of Science degrees offered include Natural Resources Management, Pre-Engineering, Pre-Nursing, Health Physical Education & Recreation, Science, and Environmental Science. The Certificate program includes Bookkeeper, Carpentry, Early Childhood Education, Entrepreneurship, Finish Carpentry, HVC/R, and Office Technology. The following table illustrates the CCCC student, programs, courses, Degree's awarded, and percentage of students in Humanities for the past two years.

Table I CCCC Demographics

Semester	Student Enrollment	Programs Offered	Number of Courses	Degrees Awarded	% of Students in Humanities
Fall 2012	247	19	120	4 Certificates	21%
Spring 2013	235	20	114	28 AA	15%
Fall 2013	251	18	154	7 Certificates	16%
Spring 2014	192	21	154	26 AA	22%
Fall 2014	185	27	122	Certificates	21%
Spring 2015	190	27	145	AA	23%

The average student count at CCCC has averaged about 216 for the past three years. Generally, the ratio of women to men students has been about 3:1 and this represents the community ratio as well. CCCC has 145 faculty and staff employees; 34 full-time/part-time/temp faculty; 5 full-time/part-time/temp Humanities faculty. 55% of the faculty and staff are Spirit Lake enrolled tribal members, 14% are American Indians enrolled in other tribes, and 31% are non-Indian.

Currently, the humanities courses offered are limited to the Dakota Studies Program and a few general humanities courses. The Dakota Studies Program is comprised of Dakota culture, history and language courses. The faculty within the program is highly knowledgeable and willing to expand their resource base.